

Dear Applicants:

This document gives you information regarding your Perkins FY08 application. This is a transition year application. Because the federal reauthorization was released so late, US DOE gave states the opportunity to file an abbreviated state plan. These requirements are reflected in the local plan applications. For example, in this transition year we only need to set performance targets on 3 of the federal indicators.

This information packet contains two main components. The first part explains the general requirements of the plan. The second part gives you specific forms and content requirements for your plan. Please be sure that your submitted Perkins local plan contains all the required sections and is organized in the correct format.

To avoid interruption of your funding, your Perkins Plan must be submitted by June 1, 2007 and officially approved by July 1, 2007. Within two weeks of the June 1 submission, you will be notified of your application's status:

1. Plan Approved
2. Plan "substantially approvable" with minor corrections
3. Plan not approvable and must be re-submitted following required revisions.

No FY08 Perkins funds may be expended prior to the date your Perkins Plan is approved or reviewed as "substantially approvable". Substantially approvable is defined as:

- All parts of Perkins Plan are predominantly complete and accurate
- All budget items are in compliance with legislation
- Minor errors or omissions needing technical correction

If you have questions regarding your local Perkins plan, please contact me at 828-5133 or at kay.charron@state.vt.us.

General Requirements for Perkins IV Local Plan

Introduction:

The new Perkins legislation largely reflects the intentions and requirements of the 1998 Perkins. However, they have added some new changes and given greater emphasis to earlier directives like rigorous academics and programming that enables students to experience all aspects of an industry within a career cluster. The Perkins IV federal legislation also established several important new requirements:

- **Programs of Study** – a multi-year sequence of courses/programs that includes a non-duplicative progression of academic and technical content that raises the level of rigor required of CTE students to the same academic standards expected of all other students and strengthens the implementation of career clusters/pathways that lead to an industry credential and readiness for postsecondary education
- **Technical skill assessments** – each state must move toward valid and reliable assessments for demonstration of student skill proficiency and awarding of recognized skill proficiency certificates
- **Quality Improvement** – emphasizes that Perkins monies must be used for funding comprehensive improvement projects that advance full implementation of career clusters and programs of study
- **Continuous and in-depth professional development** – Perkins monies can no longer be used for isolated teacher workshops and conferences; professional development expenditures must be part of a planned, ongoing training sequence tied to specific CTE improvement goals
- **Local Performance Indicators** – In prior years, there were only Vermont performance indicator targets negotiated with USDOE. Perkins IV mandates that each recipient must negotiate and establish targets with the state agency. There are also mandates for required improvement plans for any individual target that was not achieved.
- **State Direction** – Perkins IV asks states to provide greater leadership and direction for how funds can be used. For example, it permits the consolidation of Basic Grant monies with Tech Prep monies. It also encourages use of the 10% reserve of local grant monies, state prioritizing of how funds can be expended (e.g. some states are mandating that funds must be expended only for certain career clusters, or for development of technical assessments), and focusing expenditures on specific required or permissive uses.

It will take several years of diligent and focused work for Vermont CTE programs to come into full compliance with Perkins IV. To begin moving toward compliance with these new federal directions, it was necessary to modify some of the general requirements and formats for the local plans from that used in prior years.

Local Plan Format:

- Your FY08 local plan must be divided into 3 sections:
 - Section 1: General narrative
 - a. List of CTE Programs offered
 - b. Local Adjusted Performance Levels
 - c. Description of center practices demonstrating compliance with Perkins
 - Section 2: Program Evaluation and identification of improvement goals
 - Section 3: Sub-grant project budgets
- All **sub-grants must be a minimum of \$50,000** or the remaining balance of your total Perkins award, which ever is smaller. For example, if a center receives an award for \$137,000 they could divide it into a maximum of 3 sub-grants. This will promote more in-depth improvement initiatives.
- Each sub-grant must focus either on improving programming within a selected **career cluster** OR on an approved **center wide improvement** project. Both types of sub-grants must include a plan of work to implement a **comprehensive improvement project**.

Career cluster sub-grant projects

Any applicant receiving an award greater than \$100,000 MUST include at least one career cluster improvement project.

The new Vermont CTE program design template and the new Perkins IV requirements work well together and outline possible improvement areas for a career cluster project. A comprehensive career cluster improvement project will **involve multiple improvement strategies** and could include such activities as:

- Identifying new program learning standards, with strong industry involvement in the process
- Outlining a 4 year program of study
- Development and validation of new program assessments
- Curriculum development and instructional planning
- Teacher professional development
- Purchase of instructional materials or equipment
- Strengthening work experience placements in program
- Strengthening CTSO experiences in program
- Collaboration across CTE programs to enhance program of study within the career cluster (e.g. cosmetology program works with business teachers to incorporate a strong module on managing a small business)
- Strengthening secondary/post secondary partnerships and articulations
- Work with guidance and recruitment into the career cluster

- Strengthening placement services to industry or post secondary for program graduates

One sub-grant for a selected career cluster can include more than one program, as long as all the programs involved with the sub-grant are within the same cluster. You might also be expanding program offerings within a cluster – e.g. add a pre-tech foundation program; add a companion program for advanced study.

When multiple centers select the same career cluster on which to focus their Perkins funded improvements, it is required that they align and coordinate their activities and share products with each other. As we move toward the new CTE program design format (i.e. learning standards; assessments; proficiency certificates; incentives), there will be a single state approved design for programs operating with the same CIP Code. The Department of Education will assist in this cross center collaboration. DOE consultants are also eager to work with individual centers who are implementing the newly developed principles of CTE program design.

Center Wide Improvement Sub-grant Projects

Sub-grants will be awarded for center wide improvement projects in the following areas:

- Strengthening embedded academics
- Strengthening work-based learning experiences
- Strengthening formative assessment & instructional practices
- Strengthening entrepreneurship and employability skills
- Strengthening performance of students from special populations
- Strengthening high school partnerships and joint programs

If a center wishes to select a center wide improvement project not listed above, it must first get approval from the Department of Education.

Center wide sub-grants will involve multiple improvement strategies. For example, if you were to select “strengthening embedded academics”, your project might include such activities as:

- ✓ Hiring of academic teachers
- ✓ Hiring of a teacher coach to work with CTE teachers on embedding academics into their program instruction
- ✓ Professional development for CTE teachers
- ✓ A high school/center joint project that brings HS academic teachers together with CTE teachers on a student project
- ✓ Development of an academic portfolio that all CTE students at center would be required to maintain
- ✓ Implementing academic assessments within program

The goal of Perkins IV is to engage in projects of intensity and duration that can really impact the quality of CTE programs and the level of student achievements.

- Vermont will allow expenditures only under the following Perkins required and permissive expenditure categories:

Required Uses	Permissive Uses
<ol style="list-style-type: none"> 1. integration of academics 2. Secondary/PS linkages 3. industry standards 4. use of technology 5. professional development 6. program evaluation 7. initiate/upgrade programs 8. special populations 	<ol style="list-style-type: none"> 1. career guidance 2. business/education partnerships 3. entrepreneurship education 4. adult programs 5. placement services 6. NT training/experiences 7. implementing technical assessments 8. implementing programs of study 9. upgrade equipment 10. CTSO's

See appendix for more detailed definitions of each required and permissive use.

As in prior years, recipients must spend 75% of their funds on required uses. If your center has special reasons to expend below this 75% requirement, you may request a waiver from the Department of Education.

- Each sub-grant request must be based on a project narrative describing the goals and activities of the project plus a detailed budget showing objects of expenditure and Perkins required and permissive categories.

Appendix: Definitions of Required and Permissive Uses

All Perkins IV expenditures must support improvement projects of sufficient size, scope and quality to be effective.

Required Uses: (75% minimum)

Category	Definitions
Integrated Academics	Expenditures to strengthen academics within CTE program of study
Secondary/PS Linkages	Expenditures to link secondary and PS technical education programs
Industry Standards	Expenditures to strengthen technical skills and exposure to all aspects of an industry, including work-based learning and IRC's
Use of Technology	Expenditures which develop, improve, and expand use of technology in CTE programs – especially in high technology industries
Professional Development	Expenditures which provide education and training for CTE staff
Program Evaluation	Expenditures for the design and implementation of program evaluation activities
Initiate/Upgrade Programs	Expenditures to initiate or improve program curriculum, instructional practices, and student assessments to raise quality of CTE programs
Special Populations	Expenditures to provide programming and support to prepare special populations, including single parents and displaced homemakers, for entry into high skill/high wage careers

Permissive Uses:

Category	Definitions
Career Guidance	Expenditures to provide career and academic counseling
Business/Education Partnerships	Expenditures to support business/education partnerships, including cooperative education, school based enterprises, and other work related experiences for students and teachers
Entrepreneurship education	Expenditures to support learning opportunities in entrepreneurship
Adult Programs	Expenditures to provide technical education for adults
Placement Services	Expenditures to assist CTE students find jobs or continue their education after CTE
NT training/experiences	Expenditures to support training and employment for nontraditional CTE students
Technical assessments	Expenditures to develop valid and reliable skill assessments linked to program standards and technical competencies
Program of Study	Expenditures to develop and implement a CTE program of study, including curriculum development and career guidance materials
Upgrade equipment	Expenditures to lease, purchase, upgrade equipment
CTSO	Expenditures to assist student organizations

**FY 2008 Local Plan
Career & Technical Education**

Technical Center -

Total Perkins funds Allocated \$_____

Certification -

I certify, to the best of my knowledge and belief, that data and statements contained in this technical education plan which include the FY 2008 Perkins funds are correct and that the document has been authorized by the governing body of the applicant agency.

Signature of Administrative Officer

Date

Type or Print Name of Administrative Officer & Title

Regional Board Signature -

I have read and agree with the data and statements contained in this FY 2008 Local Plan for Career & Technical Education.

Signature of Regional Board Chairperson

Date

Type or Print Name of Regional Board Chairperson

Section 1: General Narrative

Using the EXCEL spreadsheet on performance indicators included with your local application package, **list each state approved CTE Program that will operate at your center** in FY08. Be careful to use the correct CIP Code and Competency List information. Remember that the EXCEL spreadsheet includes only programs you operated in FY06. Don't forget to include any new programs in FY07 and those you intend to offer in FY08. For each program, **write a short description of the program of study**. This description should include such things as duration of program, key learning, key occupations for which program prepares students, and any relevant prerequisites or companion courses students are encouraged to complete in conjunction with the program.

Sample: Culinary Arts is a 700 hour program offering students entry level skills in food purchasing, food safety and sanitation, food preparation, nutrition, and bakery. Students also learn general skills of customer service and hospitality. They are exposed to all aspects of restaurant operation. Students operate a local café in town. Students are expected to complete the program in two school years. After program completion, students are prepared for employment as beginning cooks and food preparation kitchen staff. Successful completers earn 6 PS credits from NECI and have earned Serve Safe certificates. Prerequisites: 10th grade math skills Companion Courses: Business Management

Please display this information in a chart format, similar to the one below.

CIP Code	State Approved Competency List	Local Program Name & Brief Description of Program of Study

LOCAL ADJUSTED LEVELS OF PERFORMANCE**Name of Center:**

Baseline performance measures for your center have been calculated by DOE and are available in attached EXCEL file. Please fill in baseline data and propose year one and year two targets. Targets must show continuous improvement.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (05/06)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/ Language Arts 113(b)(2)(A)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B:	L A:	L: A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B:	L: A:	L: A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	B:	L A:	L A:

Narrative Demonstrating Center Compliance with Perkins IV

This part of your local plan should describe a variety of center practices to demonstrate compliance with Perkins IV requirements. Please respond to each item. Be specific and focused.

1. Describe the size, scope, and quality of the program of study for your CTE programs to demonstrate how they
 - a. Provide students with rigorous and relevant technical skills and a strong experience in and understanding of all aspects of the industry
 - b. Integrate rigorous academic skills with the technical skills so that CTE students attain the same challenging academic standards as all other high school students
 - c. Prepare students for employment and post secondary education in the career field
2. Describe how your center promotes preparation and entry into non-traditional career fields, including recruitment strategies and supports offered to NT students once enrolled.
3. Describe how your center supports the participation and success of special population students.
4. Describe the nature and scope of career and academic guidance provided to CTE students.
5. Describe how your center plans and provides comprehensive professional development to CTE teachers, guidance, and administrative staff that promote best practice and continuous quality improvement. Include a statement of learning goals and a calendar of professional development activities for FY08.
6. Describe the processes used by your center in the design, development, and evaluation of CTE programs of study, including how you involve the wide range of stakeholders.
7. Describe your center's efforts to improve the recruitment and retention of CTE staff, including teachers, guidance, coop coordinators, and administrators.

Section 2: Program Evaluation and Improvement Goals

In this section of your local plan, you should review your center's performance data to identify areas for improvement. You must address any state performance indicator where your center's performance in FY06 was below the desired target. These areas are **shaded in gray** in your performance charts provided to you by the Department of Education. These charts provide you with program data, center data, and state data. You should also use local data and information about program and center performance, including the success of any improvement initiatives last year, to help you identify and prioritize areas for comprehensive improvement projects in FY08. **These comprehensive improvement projects will become your sub-grant requests in the budget section of your local plan.**

The narrative in this section must include:

1. A summary of your center evaluation that highlights your perception of strengths and weaknesses at the center.
2. Actions you will take to resolve performance problems **for all indicators where your center did not meet the desired target**. As last year, you should **identify a minimum of 2 improvement strategies, each with 3 actions you will take** to implement the strategy. You may find it helpful to refer to the various improvement strategies list in last year's local plan. You should use the sample format below. Repeat for each indicator where you did not meet target last year.

EXAMPLE:

Indicator Below Target: % of students earning career relevant IRC

Improvement Strategy 1: Modify curriculum to improve alignment with industry assessment

Action 1: review industry assessment to identify knowledge and skills addressed

Action 2: compare profile of skills being assessed with current curriculum

Action 3: convene a group of teachers to work on curriculum modifications and development of new units of study and lesson plans

Improvement Strategy 2: Improve classroom assessments to better evaluate student readiness to take industry assessment linked to IRC

Action 1: professional development for teachers on design and use of classroom assessments to focus student learning and track progress

Action 2: analyze units of study and identify a sequence of classroom assessments

Action 3: contract with an assessment consultant to design and develop a series of classroom assessments for your targeted programs

3. Identification of career clusters where you would like to conduct a comprehensive improvement project in FY08. **You must do at least one career cluster project**. Remember that a comprehensive improvement project must contain multiple strategies – isolated initiatives will not be approved. The goal of Perkins IV is to engage in projects of intensity and duration that can really impact the quality of CTE programs and the level of student achievements. **Each project will become a sub-grant. Assign the project a sub-grant number.** You can use your own format, but each project must describe:

	Sub-grant #:
Career Cluster <i>(name the cluster and current programming)</i>	
Why you selected this career cluster for a comprehensive improvement project	
Specific improvement goals <i>(observable and/or measurable results)</i>	
Key project activities <i>(strategies and tasks to complete with timeline)</i>	

4. Identification of **center wide improvement projects** you would like to conduct in FY08. Remember that a comprehensive improvement project must contain multiple strategies – isolated initiatives will not be approved. The goal of Perkins IV is to engage in projects of intensity and duration that can really impact the quality of CTE programs and the level of student achievements. **Each project will become a sub-grant. Assign the project a sub-grant number.** You can use your own format, but each project must describe:

	Sub-grant #:
Type of Center Improvement Project <i>Select from above list or obtain DOE approval</i>	
Why you selected this area for a comprehensive improvement project	
Specific improvement goals <i>(observable and/or measurable results)</i>	
Key project activities <i>(strategies and tasks to complete with timeline)</i>	

Section 3: Sub-grant Project Budgets

In this section of your local plan you must complete the sub-grant budgets on the EXCEL spreadsheets provided by the Department of Education. **Each of your sub-grants must fit with the projects described in section 2 of your plan.** This section is quite similar to the budget format used last year. These budget forms require you to identify your planned expenditures by object of expenditure codes and also by the Perkins required and permissive use categories. **Remember that sub-grants must be a minimum of \$50,000**, unless you have a remaining allocation balance of less than \$50,000. This budget requirement is intended to support more comprehensive improvement projects.

Submission of Your Local Plan

Your plan should be submitted to the Department of Education by June 1, 2007. It must be submitted electronically. You can use electronic signatures OR you can submit a hard copy of the signature page. Submit your plan to Jane.Luce@state.vt.us.

Your plan will be reviewed within two weeks of submission.